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ABSTRACT

This newsletter reports on the activities of Equipped for the Future (EFF), which is a National Institute for Literacy initiative. EFF helps Temporary Assistance for Needy Families (TANF) recipients build the skills needed to balance work and home and make a successful transition to work. The article "EFF Frames Family Literacy Programs" defines family literacy as services integrating the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences. The article "EFF in a Family Literacy Classroom" explains how teachers and learners can use the 16 EFF literacy education content standards for the following purposes: (1) design meaningful, real-world learning activities; (2) observe and document evidence of mastery of the standards in class; and (3) collect evidence of transferring skills into real-life contexts. Other articles in the newsletter examine the following topics: the role of reading in EFF; EFF activities in Hawaii, Maine, Missouri, North Carolina, South Carolina, and Washington; and services and online resources available from EFF. (MN)

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EFF Voice

Winter 2002
Volume 3, Number 1

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WINTER 2002 VOL. 3/NO. 1

EFF VOICE

EQUIPPED FOR THE FUTURE IS AN INITIATIVE OF THE NATIONAL INSTITUTE FOR LITERACY

Equipped for the future

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ABC's of EFF

Reading's Role in Equipped for the Future

A Message from Sondra Stein, Director, EFF

DEAR COLLEAGUES:

In 1994, when we conducted the research that lay the foundation for EFF, adult learners told us that building and maintaining a strong family was a powerful motivator for their return to school. They wanted to set a good example for their children—to show them that getting an education was important. They wanted to earn enough to provide a safe environment in which their children could thrive. And they wanted to feel secure that they knew enough to provide the kind of guidance and support their children needed to become contributing members of the family, the community, and the world. All these purposes for learning are reflected in the Equipped for the Future Family Member role map. So, it's not surprising that family literacy programs have turned to EFF as a framework for organizing and assessing curriculum and instruction.

In this issue of the *EFF Voice*, you will have a chance to learn more about local and state initiatives driven by one or more of these adult purposes. Terry Kinzel takes us inside the Families that Work Program at Big Bend Community College to illustrate how EFF helps Washington state programs for TANF recipients build the skills needed to balance work and home and make a successful transition to work. Jacquelyn Powers and Etta Shirley illustrate how the fit between EFF purposes and Native American values has enabled the Family and Children's Education (FACE) programs sponsored by the Bureau of Indian Affairs to enrich and strengthen curriculum and program outcomes. We follow K.T. Lund into a class where EFF has given her the tools to build the English language skills of her Even Start parents while helping them learn how to communicate with doctors about their children's health needs. And we look at how South Carolina has used EFF to help the state realize the objectives of their Target 2000: School Reform Initiative, aimed at assisting parents of preschool children considered at risk for school failure.

As we have worked closely with these family liter-

See **ABC's of EFF**, *page 2*

EFF Frames Family Literacy Programs

The EFF Parent/Family Member Role Map helps parents define their role as their child's first teacher, while the EFF Standards define the knowledge and skills adults need in order to help their children succeed in school. —Becky Dyer

During the last 15 years, legislation enacted by the U.S. Congress has begun to recognize and address the educational needs and goals of adults in their role as parents. In 1998, Congress passed the Workforce Investment Act (WIA), and the Reading Excellence Act (REA), which has been replaced by Reading First. Both of these laws require states to include provisions for family literacy in their state plans.

Why all the interest in family literacy? Becky Dyer, Family Literacy Consultant for the Maine Department of Education, says it well, "We believe that the best educational investment we can make in Maine's children is a strong investment in the education of their parents. Parents play a critical role in providing the basic foundation for their child's education, and it is our responsibility to help them understand the importance of that role and provide them with the tools to be successful." Research has consistently shown a relationship

See **EFF Frames Family Literacy**, *page 3*

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Equipped for the future
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WINTER 2002 VOL. 2/NO.2

The EFF Voice is a publication of the EFF National Center.

We encourage submission of letters, articles, and other items of interest from the field of adult education. Please direct all correspondence, including editorial comments, to:
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The EFF Voice concentrates on a specific topic for each issue. The next issue will focus on the topic:
Worker Role Map

If you have information on EFF and the workplace that you would like to see included, contact Donna Curry at the address listed above.

EFF HOT (Highlights On Teaching) **TOPICS** is another publication of the EFF National Center geared toward EFF teachers. Each issue concentrates on a specific topic of interest, highlighting examples of actual practice and offering strategies and tools for using EFF in the classroom. Contact Donna Curry (see above) for more information.

Designed by Mary Revenig, DesignWorks

ABC's of EFF, *continued from page 1*

acy partners, EFF staff have become increasingly aware that many practitioners feel they are being pulled in different directions by what they perceive as conflicting mandates. On the one hand, they are encouraged to contextualize instruction to better serve parent needs. On the other hand, they are asked to follow scientific research on reading instruction that seems to call for decontextualized instruction in underlying reading skills. Practitioners see EFF as providing the framework that enables them to contextualize instruction. But they worry about whether, in using EFF, they are meeting the requirements for using strategies to teach reading based on scientific research.

For the past year, these issues have been the subject of rich discussion at the National Institute for Literacy (NIFL), which not only houses EFF, but also the Partnership for Reading—a collaborative effort of the NIFL, the National Institute of Child Health and Human Development (NICHD), and the U.S. Department of Education—to make evidence-based reading research available to educators, parents, policymakers and others with an interest in helping all people learn to read well. Since EFF is based on the same body of cognitive science research that underlies the National Reading Panel's recommendations for effective approaches to instruction, we knew it would be possible to develop a project to integrate effective approaches for teaching reading to adults and family members into EFF.

The EFF Reading Project, funded through the EFF National Center at the University of Maine, Orono, is intended to do just that.

The EFF Reading Project will produce and pilot a curriculum that integrates scientifically-based research on the teaching of reading into EFF's purposeful, contextual, and constructivist approach to building adults' capacity to use skills and knowledge to accomplish goals in their lives.

The project will produce and pilot a module-based training curriculum, with supporting materials for the classroom, that integrates scientifically-based research on the teaching of reading into EFF's purposeful, contextual, and constructivist approach to building adults' capacity to use skills and knowledge—including reading—to accomplish goals in their lives. The training curriculum will be developed by a joint National Center for Family Literacy (NCFL)-EFF-Reading Partnership team working with the guidance of practitioner and technical advisory committees. Piloted during the 2002 school year, the curriculum will be revised to incorporate feedback from participants and disseminated through both the EFF and the NCFL training networks.

Sandra Baxter, Director of the Partnership for Reading and Interim Director of the NIFL, is as excited as I am about the potential of this project. We believe the project will strengthen the capacity of programs to deliver high-quality, standards-based instruction that will enable parents enrolled in family literacy programs to:

- Improve their own literacy and employability skills and
- Develop knowledge and skills about how children learn to read and how schools work to support children's educational development and success.

To find out more about the work of the Partnership for Reading, please visit the NIFL web site, where you can also find a PDF version of the Partnership's excellent publication for teachers, *Put Reading First: The Research Building Blocks for Teaching Children to Read.* △

EFF Frames Family Literacy,

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between adults' educational achievement and their children's economic well-being. For example, the 1999 edition of *Young Children in Poverty: A Statistical Update* found that 62.5 percent of high school dropouts have poor children compared with 29.2 percent of high school graduates and 8.9 percent of adults who attended some college. Furthermore, parents who believe they can help their children academically will be more active at their children's school, according to an article in the Spring 1997 issue of *Review of Educational Research.*

While research has yet to answer many of our questions about family literacy programs, positive outcomes have emerged from national evaluations of the federally-funded Even Start family literacy programs. Each year for more than a decade, between eight and 15 percent of parents without GED's or high school diplomas earned a GED through Even Start programs, according to the 1998 evaluation. Moreover, an in-depth study of five Even Start programs showed that significantly more Even Start adults earned GED's than other adults. The 1998 evaluation also showed that Even Start families improved substantially in providing cognitive stimulation and emotional support to their children, as measured by the *Home Screening Questionnaire.* Families who didn't participate in Even Start failed to show any improvement in this area.

Defining Family Literacy

Title II of the Workforce Investment Act, called the Adult Education and Family Literacy Act, integrates a focus on assisting "adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children."

For the purpose of WIA, REA and other federal funding, family literacy has been defined as "...services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

A) Interactive literacy activities between parents and their children;

B) Training for parents regarding how to

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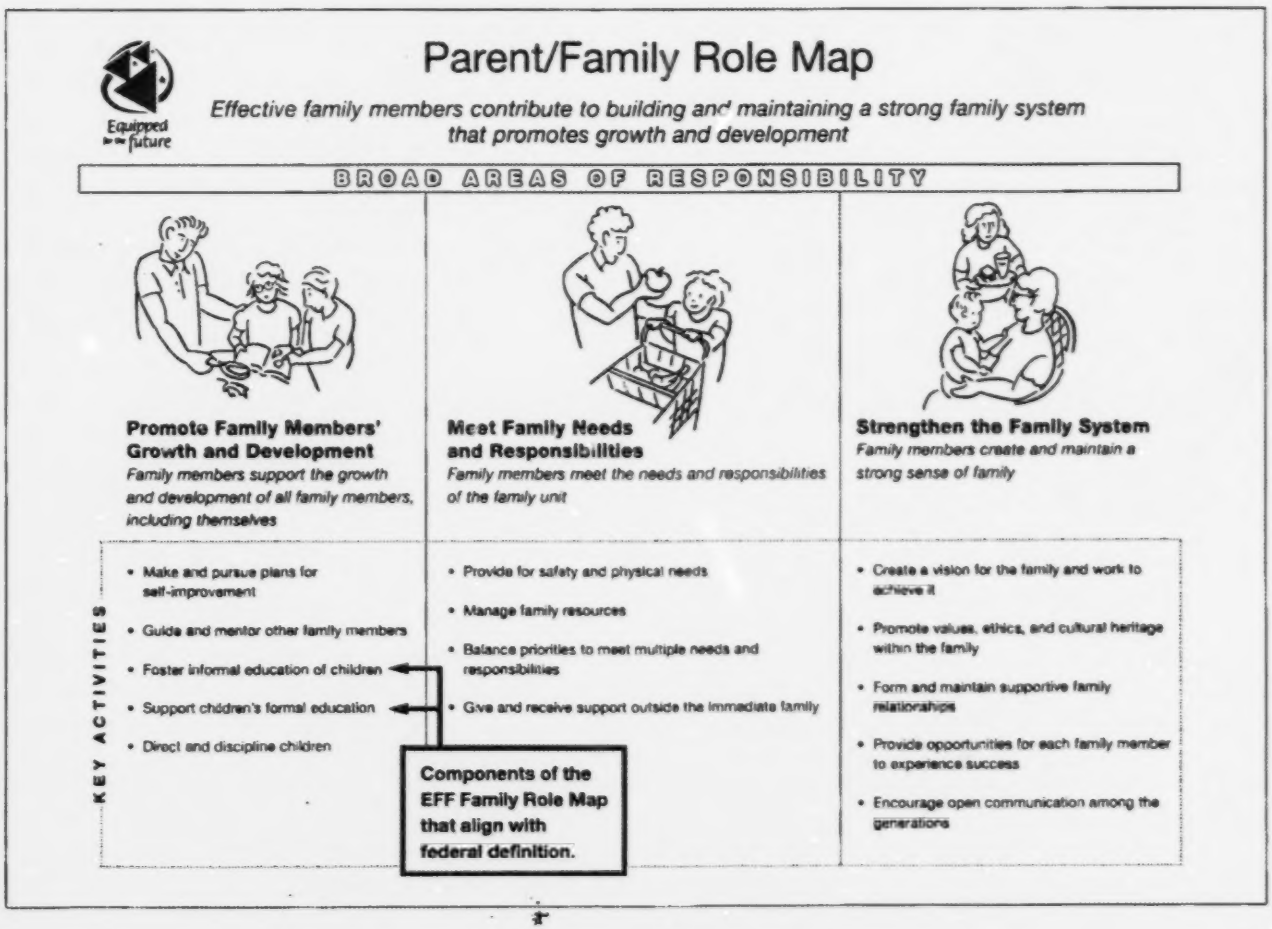
Parent/Family Role Map
Equipped for the future
Effective family members contribute to building and maintaining a strong family system that promotes growth and development
BROAD AREAS OF RESPONSIBILITY
Promote Family Members' Growth and Development
Family members support the growth and development of all family members, including themselves
Meet Family Needs and Responsibilities
Family members meet the needs and responsibilities of the family unit
Strengthen the Family System
Family members create and maintain a strong sense of family
KEY ACTIVITIES
• Make and pursue plans for self-improvement
• Guide and mentor other family members
• Foster informal education of children
• Support children's formal education
• Direct and discipline children
• Provide for safety and physical needs
• Manage family resources
• Balance priorities to meet multiple needs and responsibilities
• Give and receive support outside the immediate family
• Create a vision for the family and work to achieve it
• Promote values, ethics, and cultural heritage within the family
• Form and maintain supportive family relationships
• Provide opportunities for each family member to experience success
• Encourage open communication among the generations
Components of the EFF Family Role Map that align with federal definition.

EFF Frames Family Literacy,

continued from page 3

be the primary teacher for their children and full partners in the education of their children;

C) Parent literacy training that leads to economic self-sufficiency;

D) An age-appropriate education to prepare children for success in school and life experiences."

While it is clear from this definition what the structure of family literacy programs should be, it is not clear what the content of these programs should be. This is where EFF comes in.

Defining Family Responsibilities

The EFF Framework gives a clearer picture of what is needed to be an effective "parent." The EFF Parent/Family Role Map was developed with input from individuals from all economic levels. These individuals, from a wide range of cultural and educational backgrounds, identified activities that they felt were critical to building and maintaining strong family systems. Through a structured feedback validation process involving nearly 250 parents and family members, consensus was built on a common set of role responsibilities, including Key Activities and Role Indicators. The 16 EFF Standards represent the knowledge and skills that are necessary for adults to carry out these Key Activities effectively. By identifying both what adults do in their roles as parents and family members and what knowledge and skills support effective performance of these activities, EFF specifies the "content" for three of the four components of family literacy programs.

There are three Broad Areas of Responsibility in the Parent/Family Member Role Map: *Promote family members' growth and development, Meet family needs and responsibilities,* and *Strengthen the family system.* The Broad Area of Responsibility—*Promote family members' growth and development* focuses on those parts of the Parent Role Map related to partici-

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From Role Map to Standards

Parent/Family Role Map

BROAD AREA OF RESPONSIBILITY

Promote Family Members' Growth and Development

In order to build consensus on what the role of parent/family member entails, adults from across the country were invited to identify what they saw as their major responsibilities (or "critical functions", in work analysis terms) in this role. These became known as the Broad Areas of Responsibility and provide a big picture of what adults need to do to be effective in their role as parent or family member. For the Parent/Family Role Map there are three Broad Areas of Responsibility.

KEY ACTIVITY

Foster informal education of children

The Key Activities* under each Broad Area of Responsibility further define the responsibilities of the role. Each Key Activity involves a category of activity, composed of a range of tasks performed in a variety of situations over time. The key activity describes what adults do in a generic way, leaving room for cultural and individual variation. A Key Activity needed in order to promote family members' growth and development is fostering children's informal education.

* Key Activities are *not the same* as the EFF Common Activities. The Common Activities are 13 activities common to all three roles. The Common Activities were derived from the three Role Maps, including the Broad Areas of Responsibility, the Key Activities, and the Role Indicators.

STANDARD

Guide Others

- **Assess the needs of others and one's own ability to assist.**
- **Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.**
- **Arrange opportunities for learning that build on learner's strengths.**
- **Seek feedback on the usefulness and results of the assistance.**

What is the difference between a skill and a standard? The standard defines the skill. It makes explicit what using the skill to accomplish some purpose includes. For example, some learners say, "I can read, but I have trouble with comprehension." The EFF Standard *Read with Understanding* explains what it really means to "read." The components of performance, which are bulleted under the name of each EFF Standard, describe the key elements of effective performance using the skill. Without this full description it would not be possible to assess whether or how well someone was actually using the skill in carrying out some task or activity.

Continuing with our example, the parent who is fostering the informal education of children would need to be able to guide his or her children. The components of performance define what is required for the adult to guide others. Once we have completed work on the assessment framework for EFF, teachers will have a picture of what performance of the skill looks like for adults at every level of development.

The EFF Standards are helpful in working with adults who want to be effective in their adult roles. Looking at the individual standards that are needed in order to perform an activity requires that the adult focus in on what it really takes to do the activity.

ROLE INDICATOR

Provide a wide variety of experiences to support learning

There are several Role Indicators for each of the Key Activities listed under the Broad Areas of Responsibility. These Role Indicators clarify what to look for to see whether a key activity is being performed well. Role Indicators relate to either the product or the outcome of the Key Activity or the way it is carried out. In this example, providing a wide variety of experiences to support learning is an indicator that a parent is fostering the informal education of his or her children. The "wide variety" makes the statement evaluative. It is an indication that the parent is fostering his or her children's informal education.

SKILLS

Communication Skills such as *Speak So Others Can Understand, Listen Actively, Observe Critically;* Interpersonal Skills such as *Guide Others, Cooperate with Others*

Skills, along with knowledge and ability, are the key elements that an adult needs in order to perform the Key Activities. The Role Indicators for each Key Activity help us determine which of the 16 skills adults need to draw on to carry out that activity. Key Activities are a combination of tasks; therefore, several skills must be used in order to perform each activity. In the EFF Skills Wheel, there are 16 "Generative Skills" that are required in order to carry out the Key Activities. In this example, in order to foster informal education of children, an adult would need to use, at a minimum, a combination of communication skills and interpersonal skills.

(See pages 123 – 133 of the *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century* for complete Parent/Family Role Map.)

In Their Own Words

Young Children in Poverty: A Statistical Update (June 1999)

The percentage of poor young children with at least one employed parent has reached its highest level in two decades. Nearly two-thirds of poor young children (65 percent) were in working families in 1997. This represents a 20 percent increase since 1993. "The growing share of poor young children in working families sends a strong message that more needs to be done to help low-income parents increase their earnings," said Dr. Lawrence Aber, director of NCCP.

Young children whose parents lack a college degree are increasingly likely to be poor. Compared to the 3 percent poverty rate for the young children of college graduates, young children whose parents attended college but did not graduate were five times as likely to be poor, while those whose parents completed high school but did not attend college were nearly ten times as likely to be poor. Those whose parents did not finish high school were more than twenty times as likely to be poor. "The fact that poverty rates have increased so sharply among children of non-college graduates ought to be particularly disturbing in a society where 70 percent of young children have parents without a college degree," said Neil Bennett, NCCP's director of demographic research. "It has been long understood that children whose parents did not complete high school were at great risk of poverty. Now we need to recognize that a high school diploma or even some college education have become far less likely to protect a family against poverty. "

— National Center
for Children in Poverty
The Joseph L. Mailman School of Public
Health of Columbia University

EFF Frames Family Literacy,

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pating in children's education, including the Key Activities "foster informal education of children" and "support children's formal education." The other Broad Areas of Responsibility address other aspects of the parent role. (See how the state of Washington uses the Broad Areas of Responsibility to frame their family literacy programs: p. 12.)

While the Parent/Family Member Role Map provides the spirit for family literacy programs, EFF's other two Role Maps, Citizen/Community Member and Worker, provide programs with the tools to make explicit the transfer of skills from one role to another. As adult learners gain skills and knowledge that enable them to become more effective in their role as parents, the EFF Role Maps help to show how those skills are applied in the community and the workplace.

The National Reporting System

While one of the goals of Title II of WIA is to assist adults who are parents to become full partners in the educational development of their children, the act does not include any core indicators of performance explicitly related to this goal. The core indicator "learning gains" can be related to this goal once we determine what skills and knowledge are that a parent needs in order to become more actively involved in their children's education.

While the EFF Parent/Family Member Role Map gives form to the term "full partner", the EFF Standards are the key to understanding what adults need to be able to do to be effective in supporting their children.

Parents want to foster informal education of their children. That requires a combination of skills from all four EFF clusters: *Communication, Decision-Making, Interpersonal,* and *Lifelong Learning.* Parents must *Listen Actively, Speak So Others Can Understand, Guide Others, Plan, Solve Problems and Make Decisions,* and *Reflect and Evaluate* on those decisions related to their children's informal education.

In order to support children's formal education, parents also need to be able to *Speak So Others Can Understand* and *Listen Actively* when they attend parent-teacher conferences. They need to be able to *Advocate and Influence* for their children's best interests in the educational process. Most Family Literacy Programs collect data on activities such as participation in parent-teacher conferences. But other than counting the number of conferences, how can programs document that the parent is becoming better at advocating and influencing, or speaking so others can understand?

The EFF Standards help to document progress in those areas. They provide a common definition of each of the various skills, so that family literacy teachers and directors, students, and supervisors at work all operate from the same understanding of what it means to "advocate and influence."

In this generation of the National Reporting System (NRS), family literacy programs have not been asked to report on results such as "parenting" or "foster informal education of children." In fact, nowhere in the present reporting requirements are these outcomes truly captured (other than "achievement of goals"). As EFF develops an assessment framework that identifies what adults know and can do at each level of the NRS, it will be possible for EFF and the U.S. Department of Education to articulate skill descriptions at each level so that in the next generation of the NRS family literacy programs can be held accountable for achieving outcomes that are important to learners. Δ

EFF in a Family Literacy Classroom

Family Literacy classes offer rich opportunities for teachers and learners to use the EFF Standards to 1) design meaningful, real-world learning activities; 2) observe and document evidence of mastery of the standards in class; and 3) collect evidence of transferring skills into real-life contexts. This article provides an example of a family literacy class where participants used an EFF Standard in all these ways.

Catherine (KT) Lund is a teacher in the Central Oregon Community College Even Start Family Literacy Program in Redmond, Oregon. Her class is a mixed ESL class, from Beginning ESL Literacy to High Advanced ESL. She uses the EFF Standard "Speak So Others Can Understand" to help learners gather, analyze, and use information to provide for the safety and physical needs of their families. KT is participating in the EFF assessment research, and this learning activity was developed as part of that work.

In order to help her students develop skills and knowledge necessary to use the standard, KT designed an EFF learning activity based on learner needs and representing a meaningful, real-world use of the Standard.

When an Even Start ESL parent with a sick child visits a doctor, the parent almost always must speak to the doctor in English, describing why the child is sick. Furthermore, the parent must understand the doctor's instructions and recommenda-

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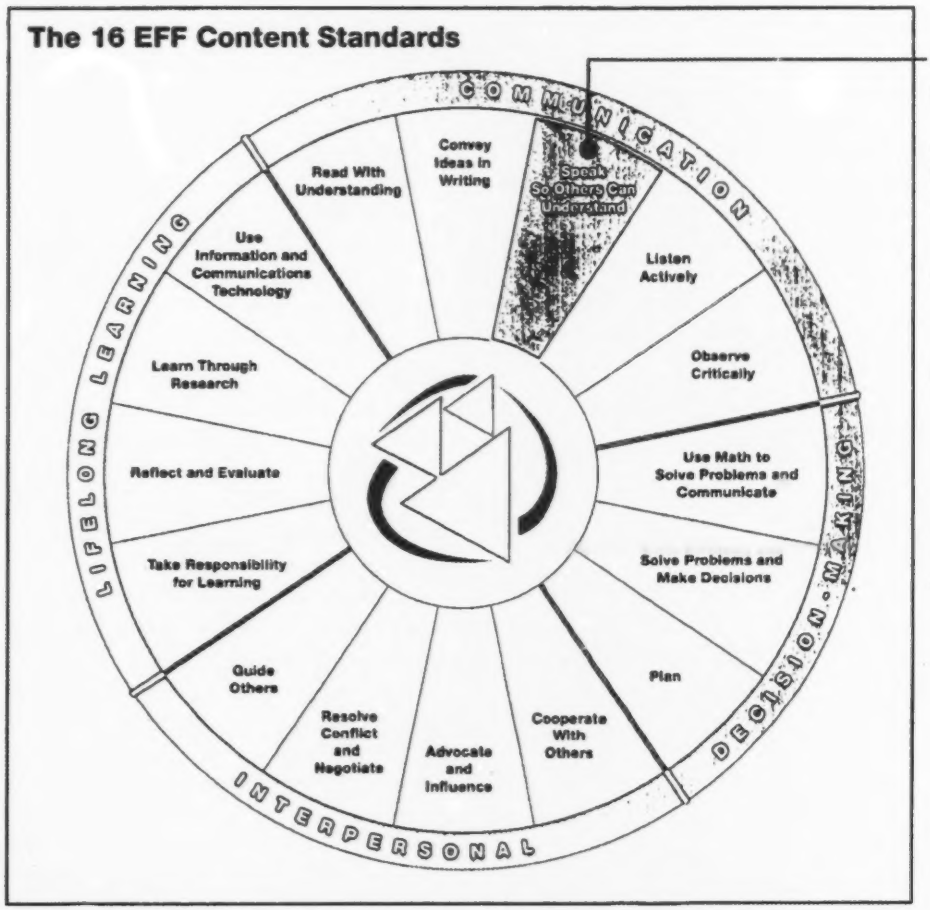
The 16 EFF Content Standards
COMMUNICATION
DECISION-MAKING
INTERPERSONAL
LIFELONG LEARNING
Speak So Others Can Understand
Convey Ideas in Writing
Read With Understanding
Use Information and Communications Technology
Learn Through Research
Reflect and Evaluate
Take Responsibility for Learning
Guide Others
Resolve Conflict and Negotiate
Advocate and Influence
Cooperate With Others
Plan
Solve Problems and Make Decisions
Use Math to Solve Problems and Communicate
Observe Critically
Listen Actively
Speak So Others Can Understand
COMPONENTS OF PERFORMANCE
• Determine purpose for communicating.
• Organize and relay information to effectively serve the purpose, context, and listener.
• Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
• Use multiple strategies to monitor the effectiveness of the communication.

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EFF in a Family Literacy Classroom, *continued from page 7*

tions, almost always delivered in English. To help learners to act effectively in this critical context, the teacher planned an activity that required learners to "speak so that others can understand" as they described a number of childhood illnesses to each other in class and practiced describing a child's illness to the doctor in a role play.

Although this task took place in the context of a classroom, learners were able to apply the knowledge and strategies they developed to speak with medical personnel in less familiar, less "comfortable" contexts. Following the classroom activities learners reported that, when they spoke to an actual doctor in the doctor's office, the doctor understood what they were saying, and they understood the doctor's instructions.

1. Designing the Learning Activity

Here is how the teacher planned the task so that it addressed all the Components of Performance for the EFF Standard **Speak so that Others Can Understand**:

Components of Performance	How the Task Addresses Them
Determine purpose for communicating.	This task enables the students to discuss why it is important to communicate clearly with the doctor during visits to the doctor's office.
Organize and relay information to effectively serve the purpose, context, and listener.	The students will use flashcards to learn 10 common ailments. They will research these ailments using a classroom set of CAREWISE Books donated by St. Charles Hospital and written in Spanish or in English. They will talk about these ailments in English in the class. They will also role play patient and doctor before an actual visit to the doctor's office.
Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.	The students will learn to respond to patterns such as: "What's the Matter?" "My child has an earache or stomachache or headache, a fever, the flu, etc." They will practice pronouncing medical terms such as "ache," "temperature," "stethoscope." They will describe pictures of a visit to the doctor in their own words to familiarize themselves with medical vocabulary and patterns. They will learn the polite terms to describe symptoms—"vomit" instead of "puke." In the role play, they will enunciate and speak slowly to increase their chances of being understood. They will use gestures to reinforce what they are saying to the doctor.
Use multiple strategies to monitor the effectiveness of the communication.	The students will practice the following strategies through role play, playing both the patient and doctor. If their English is inadequate or if they lack confidence, they will use the assistance of a friend to help in the communication. They will also repeat what the doctor tells them to make sure they understand what is being said. More advanced students may write down the doctor's instructions.

2. Observing and Documenting Evidence of Performance

To see how well the standard was used to carry out the task, KT observed the learners as they role-played, both as doctors and as patients. She noted her observations on a Teacher Observation Form, which allowed her to document what each learner knew about the standard (knowledge base) and how fluently and independently each learner used the standard during the role plays. She also listened actively to class reports where, after researching unfamiliar illnesses, students told the class about them in English, describing symptoms and suggested remedies. Again, she documented what she heard on the Teacher Observation Forms. During these activities, the students also had opportunities to assess themselves on their performance of the standard, using a Student Observation Form to systematically record their self-evaluations.

Here is an example of what KT wrote about a student's performance of the standard "Speak So Others Can Understand."

"MH, an advanced beginner, has a moderate store of vocabulary to describe illness and to use with the standard in this task. She knows body parts including stomach and lungs. She knows the names of illnesses such as influenza and of symptoms such as earache, stomachache, headache. She knows thermometer, temperature, fever, vomiting, diarrhea. She can say, 'I speak/ understand little English. Please speak slower.' She also knows 'always, sometimes, never.' She has knowledge about several illnesses and their remedies. She explained in class discussion what she did when her four-year-old had a fever, diarrhea, and was vomiting. In role play as the

doctor, she elicited symptoms and gave remedies. She used the CARE-WISE books readily to research during the class and also had gotten...one on her own from the public library."

3. Collecting Evidence of Skill Transfer

Beyond documenting student performance of the standard in classroom activities, KT made the most of opportunities to record evidence that students were able to use what they had learned in related contexts.

KT uses the EFF framework and standards to build students' skills so they can meet the standards based on the key activities they need to perform as family members and parents. The framework and standards help her present what she teaches to meet the goals and needs of the students she works with. As this example shows, helping students understand the components of performance for " Speak So Others Can Understand" helped them be specific about what they were learning and helped KT be explicit about what she was teaching and the progress students were making. △

> **"I began to teach multi-level classes last summer after attending an EFF-ESL workshop in Portland that allowed me to see how I could teach several levels at one time. In October, I began participating in EFF field research, which showed me more ways to teach multi-level. From the beginning I have seen my beginners pushing themselves to their limits. The EFF tasks are challenging for my students at their various levels. The EFF material is also more steeped in real-life situations than other material I used in the past. Now I prepare my lessons with the Standards in mind and don't just stumble onto a real-life task. The tasks have more meaning for my students at all levels, and I see almost all of my students benefiting."**
>
> *— Catherine Lund*

South Carolina Uses EFF to Integrate Family Literacy Components

If South Carolina schools are to move toward their vision of academic excellence for all children, we must increase the level and quality of instructional support for parents in their efforts to better prepare their young children.

—Inez Moore Tenenbaum, South Carolina State Superintendent of Education

In 1989, South Carolina adopted a major education reform agenda, "Target 2000: School Reform for the Next Decade," which led to the passage, in the early 1990s, of legislation requiring every school district to serve parents of children most at risk. In order to receive funding each school district was required to form partnerships with health and human service agencies, adult education programs, and community organizations, and to provide parent education and other educational opportunities leading to a high school diploma or GED to those parents whose children are most at risk for school failure.

The Greenville school district developed a family literacy initiative as their implementation strategy for the new law. Under the leadership of Sara Mansbach, Greenville Family Learning/GED Program adopted EFF as the framework for their program, using federal adult education (353) staff development funds to train adult literacy and parent education teachers in EFF. The training model included initial exposure to EFF, application in the classroom, follow-up training, and mentoring support as teachers tested out new strategies in their classrooms.

This approach attracted the interest of

(continued on page 10)

IN THEIR OWN WORDS

Has EFF Made a Difference?

Sara Mansbach, director of the Greenville Family Literacy-GED Program, says yes. "Students are definitely becoming more involved, feeling that they have a voice. For example, a Head Start Center was going to close down. Several students used the center and were adamantly opposed to its closing. They wrote editorials to the local newspaper and went to a meeting of the Greenville County Development Authority. They presented reasons for not closing the Center. Although it still closed down, the students had a voice—enough so that other accommodations were found for the families who had used the Center. Rather than be ignored, they were listened to and alternatives were provided. This would not have happened had students not developed a voice and a willingness to take independent action to get things done."

IN THEIR OWN WORDS

Much of my research and evaluation work centers around families and literacy. When I stumbled upon EFF, I found that it contained the central ideas that I had been drawing upon for many years of my work. It is an authentic model that shows a respect for adult learners. It is comprehensive.

EFF is a natural fit for family literacy programs. EFF provides a framework that can guide teachers and parents in the implementation of three of the four components of intensive family literacy programs: adult education, parenting, and parent-child together (PACT) activities. The fourth component, early childhood education, uses a set of guiding principles that parallel the central messages of EFF-learner initiated goals and activities, cooperative learning, problem solving, and application of learning in one's daily life. The High/Scope curriculum is a frequently used model in the early childhood component. When our family educators first learn about EFF, they often refer to it as "High/Scope for adults." They mean by this that EFF is an authentic, effective approach to supporting adults' learning.

— Robert J. Popp, Ph.D.
Partnership for Family Education and Support

South Carolina Uses EFF

(continued from page 9)

the offices within the state Department of Education that funded the Greenville Program. Estella Holliday and Susan Longshore from Early Childhood Education and Sam Drew from Adult and Community Education were interested in both the training model and in EFF. They felt EFF could provide a much needed common bond between early childhood and adult education providers in South Carolina family literacy programs, by serving as the link among the four components of family literacy—adult education, early childhood education, parenting, and PACT (Parents and Children Together) time.

In 1999, four Even Start programs representing different regions of the state were chosen as EFF pilot sites. All staff at these four sites were trained in EFF using the model tested in Greenville, with the expectation that they would serve as mentors for new programs the following year.

This past year the Office of Early Childhood Education contracted with the EFF National Center to ensure that all 16 Even Start programs in the state received training and support to continue to build capacity in using EFF. Each site sent a team composed of staff from all four components of their program to the training.

The first step in training was for participants to use the EFF worker role map and standards to think about their own strengths and weaknesses as workers. This helped participants see for themselves the power the EFF Framework brought to the classroom. Each team attended four day-long trainings interspersed with time to try out new practices in the classroom. Each site was supported by an EFF mentor—someone who had been using EFF for at least one year—who coached them through the lesson planning and delivery process. According to teacher Pat Triplett, "This training model supports my philosophy of being a lifelong learner. Not only do I learn from the mentors, but I am constantly learning from my students."

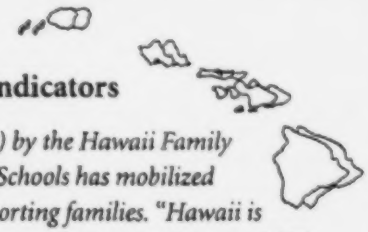
Feedback collected from the sites suggests a variety of ways in which EFF is helping bring about change. EFF provides a common language that helps teams learn to talk and plan together. Coordinators are learning how to run an "EFF Program" that uses the framework to develop a program mission, set program goals, develop job descriptions, and let teachers develop their own approach to evaluation and accountability. And teachers are looking very differently at how they teach. As Carolyn Beiers shared, "The first time I used EFF, I asked my students what they needed to learn—and they told me. Until then, I always thought I had to tell them what they needed."

What's in store for this coming year? South Carolina state leaders are talking about a second set of training focused on using EFF for assessment and evaluation. Program coordinators also want to learn more about the change process.

The Offices of Early Childhood and Adult and Community Education are interested in continuing to build capacity to use EFF in the state. They would like to provide EFF training and support for all family literacy programs, not just Even Start sites. And EFF has been integrated into the state's successful Reading Excellence Act grant. State leaders also want to begin introducing EFF to adult education programs and have set up four technical assistance centers that are building expertise.

Learning and change are never easy but the state of South Carolina has taken the challenge seriously, and state leaders are working to provide the training programs need to consciously improve delivery of learning to children and adults. △

Aloha and EFF



Hawaii Uses EFF to Frame Quality Indicators

The adoption of Equipped for the Future (EFF) by the Hawaii Family Literacy Programs and the Adult Community Schools has mobilized renewed effort, spirit and energies toward supporting families. "Hawaii is a place where families read, write, reason and communicate so they can fulfill their hopes in a safe, thriving, diverse and healthy society."

The Literacy Involves Families Together (LIFT) Act (now renamed the William F. Goodling Even Start Family Literacy Program) has been reauthorized. The Act includes several changes. There are two that directly relate to adult education:

1. Research will be conducted to determine the most effective strategies to improve reading skills among adults with reading difficulties.
2. States must develop indicators of program quality for their Even Start Programs.

Some states, like Hawaii, are using EFF to frame their Even Start Quality Indicators.

Family literacy is overseen by the Hawaii Family Literacy Consortium, a community of adult and family literacy agencies and organizations interested in family literacy. The Consortium is committed to unifying, strengthening and expanding family literacy services in Hawaii by:

- Developing Indicators of Program Quality;
- Establishing a system of support and resources for family literacy; and
- Building local capacity for the expansion of family literacy.

The Consortium began with a vision and a strategic plan to address at-risk families. Their vision is to help create a literate Hawaii where families read, write, reason and communicate so they can fulfill their hopes in a safe, thriving, diverse and healthy society. EFF is the framework that is helping this to happen. While family literacy is using EFF to develop their quality indicators, adult education is building EFF into its strategic plan.

Formal training in EFF for both family literacy programs and adult community schools was launched the week of August 13, 2001. State leaders planned a week long series of events that began with EFF National Director Sondra Stein providing an overview focused on how EFF can help Hawaii achieve its goals for key stakeholders. The next day, program administrators and practitioners from community schools, family literacy programs and correctional institutions participated in a daylong orientation to EFF. On Wednesday and Thursday, two parallel training sessions were offered. Sondra Stein, Joan Allen, Annette Young Ogata, and Aileen Hokama led one session for the adult community schools that focused on teaching and assessing using EFF standards. The other session, led by Solomon Kaulukukui and Meta Potts, focused on integrating EFF with Family Literacy Program Indictors. Thursday evening, at the conclusion of this first round of training, state leaders gathered with the EFF Team to develop an integrated plan for next steps in bringing EFF to Hawaii. △

Hawaii's Adult Education Plan

EFF will provide an invaluable framework as the Hawaii Family Literacy Programs and the Adult Community Schools meet the challenges to:

- Improve their program quality and organizational capacity to provide high-quality, client-centered adult education;
- Assume essential support services;
- Improve their capacity and readiness to work in partnerships with other service systems.

Activities to meet these goals include the following:

- Formally adopting Equipped for the Future as the standard for curriculum, instruction, and assessment.
- Training site-level leaders and a core teaching staff to routinely use the EFF framework and materials in their work in ways that meet the EFF intent and design standards.
- Having at least one Adult Community School in each Department of Education district that has fully adopted and implemented an instructional model in its academic areas that 1) focuses on student capabilities and learning (rather than content and content-related skills) and 2) maximizes meaningfulness and usefulness of learning in those core academic subjects by using models such as problem-based or project-based learning, thematic or integrated learning, and job-related learning.
- Teaching all adult learners, appropriate to their capability, to access and use web-based information in performing their roles as learner, parent-family member, citizen, and worker.
- Regularly using web-based information and materials in all instructional and learning programs that would be enhanced by such resources.
- Formally adopting and implementing policies and practices that fully integrate adult education, job training, and related services into partnerships with other service systems.

Missouri and EFF

For the past three years Missouri has been working to implement EFF across adult and family literacy programs. LIFT-Missouri, the state's literacy resource center, has provided leadership in setting the stage for EFF.

Last year, LIFT-Missouri and the Missouri State Library together designed and implemented an EFF training strategy that included on-site technical assistance over a six-month period. During these visits, observers found that many training participants were running into trouble as they attempted to implement what they had learned. In response, LIFT-Missouri synthesized a useful set of guidelines for programs beginning to implement EFF:

- Begin with incremental doses of change. Encourage adult educators to review the EFF standards and identify just one or two interesting or frequently identified "skills in need of improvement" (Skini). If you're the one who's been trained with the EFF model, coach the teacher while planning a series of lesson extensions linked to one of the teacher's existing lessons.
- Compensate teachers for their time spent planning new EFF lessons as well as time reflecting, either in journal form or by conferencing about the highlights, issues and stumbling blocks met during the lesson. Engage learners in candid critiques of the lessons. Positive feedback is a powerful motivator; build on strengths.
- Practice the EFF interpersonal skill "resolve conflict and negotiate" when dealing with staff resistant to change. Practice patience—both as a practitioner and a promoter of EFF.
- Create "win/win" opportunities for learners and staff to experiment with EFF.
- Keep the focus on where the learners want to go with a particular lesson as well as how to make the journey meaningful because teaching and learning are shared by the teacher and the learners.
- When lost, ask for directions. Participate on the NIFL EFF electronic discussion, refer to the EFF publications, call someone at the EFF National Center. ▲

EFF Links Washington's Families That Work Initiative

Families That Work is Washington's state-funded Family Literacy initiative. This project, funded by the Department of Human Services, has used EFF as the catalyst to bring several partners together, including DHS, the Community College System, Adult Education, and School-to-Work so that everyone is talking the same language and seeking the same results: effective parents who are able to provide for their families.

Family Literacy in Washington is housed in the Community College system along with other adult education programs. While each program is unique in its design, all 26 Families That Work programs use EFF as the guiding framework. Terry Kinzel, Families That Work Coordinator for Big Bend Community College (BBCC) in Moses Lake, shares how EFF frames their program for ESL learners.

In our program it is easy to see all three EFF roles. Students are involved as citizen/community members, parent/family members, and workers. All three are addressed through daily classroom instruction, interactive child centered projects, and vocational mini-classes offered in response to student identified goals.

As learners explore the citizen and worker roles, they are excited about possibilities they have never considered before. They see how learning to carry out the key activities and broad areas of responsibility associated with these roles can benefit their lives and improve their opportunities. This is not as true for "building and maintaining a strong family system"—the central focus of the parent/family role. Parents feel this is an area where they should already be experts, an educational focus on this role can be perceived by learners as an indicator that they are not good parents. Approaching this role from the perspective of building on already existing strengths (rather than remediating deficits) is critical to successfully introducing the skills adults need to be successful in carrying out their responsibilities as parents and family members.

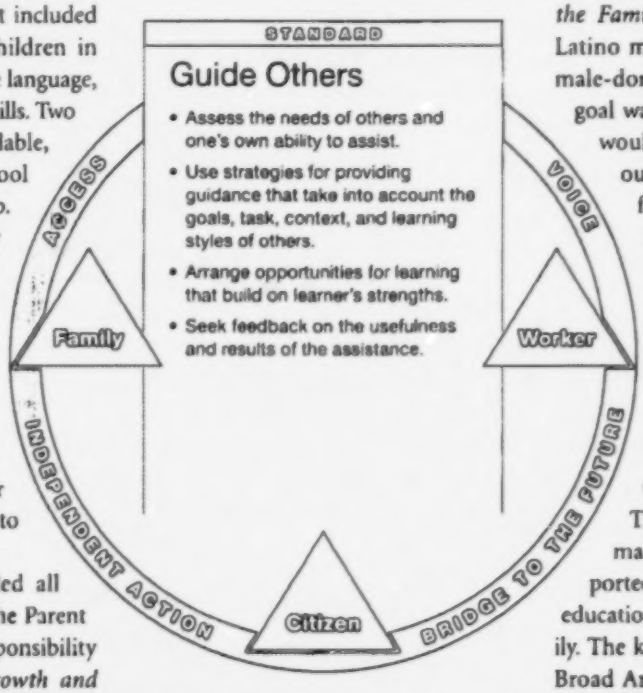
At BBCC the broad areas of responsibility and key activities provide a framework for introducing materials, speakers, activities, and programs that respond to specific student goals and needs. For example, Ukrainian immigrants decided that they wanted to focus on the key activity "support children's formal education." They were having difficulty trying to interact with children's teachers and understand school district policies. They

felt that local elementary schools identified Ukrainian children of refugees as "at risk for failure" because of language barriers, isolation from other children, and sporadic attendance.

To address the problem, students worked with the school district to create an after school project called CAPT (children and parents together) that included parents working with their children in grades K through 12 to increase language, literacy, math and technology skills. Two computer labs were made available, one at a local elementary school and one at the adult learning lab. Instructors were work-study students at the college who were bilingual children of Ukrainian refugees. The children's teachers identified areas in which the children needed tutoring in order to improve essential learning skills. Parents learned technology skills in their classes and used these skills to assist their children.

CAPT intentionally included all the key activities listed under the Parent Role Map's Broad Area of Responsibility *Promote Family Members' Growth and Development*: Make and pursue plans for self-improvement; Guide and mentor other family members; Foster informal education of children; Support children's formal education; and, Direct and discipline children. Parents viewed the program as an opportunity to strengthen their families and to build skills for both themselves and their children. The CAPT participants developed a web page during this project that can be viewed at http//www.geocities.com/captjcb/capt.html.

The participants used the Standard *Guide Others* as they designed the project. Teachers talked with learners about their role as their child's first and most important teacher, suggested strategies and ideas for using technology to teach their children, helped parents strengthen the skills they were learning by having them teach them to their children, and, once the project was completed, worked with parents to assess the effectiveness of the program for their children.


STANDARD
Guide Others
• Assess the needs of others and one's own ability to assist.
• Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.
• Arrange opportunities for learning that build on learner's strengths.
• Seek feedback on the usefulness and results of the assistance.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

This is just one example of the ways in which instructors intentionally use all three Broad Areas of Responsibility in the role map to elicit student concerns and develop meaningful learning activities.

In a class that consisted predominately of single young moms with infants, a project was developed around *Meet Family Needs and Responsibilities*. The students told the instructor they had difficulty budgeting for items such as high chairs and strollers for their infants. They defined a need—to save money for these big-ticket items. Through classroom discussion and interaction, the students decided to establish a class fund. All decisions were based on consensus and the students used the EFF Standard *Cooperate with Others* as their guideline for working together to develop and implement the project. The teacher pre-taught the skills needed to work together.

At another site, students created their own vision of the third Broad Area of Responsibility that focuses on *Strengthen the Family System*. The students were Latino migrant farm workers in strong male-dominated family systems. Their goal was focused on gaining skills that would lead to career opportunities outside of migrant farm labor for women. These female students organized a celebration to honor their accomplishments and invited their entire family support systems. They gave speeches in English and honored their instructors with hand made gifts. The students also recognized the support of their husbands and children. This activity was the first time many of these families had supported women taking a larger role in education and leadership within the family. The key activities associated with this Broad Area of Responsibility—Create a vision for the family and work to achieve it; Promote values, ethics, and cultural heritage within the family; Provide opportunities for family members to experience success; and Encourage open communication among the generations—were critical components for this successful experience.

These examples demonstrate how BBCC Families that Work classes use the Broad Areas of Responsibility to create projects and activities that strengthen a family's ability to meet family needs and responsibilities using a strength-based model. EFF Standards give learners the freedom to respond to needs as they build skills that lead to goal achievement. △

FACE and EFF – The Wisdom of Two Worlds

"All things are connected like the blood that unites us. We do not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves." —From the words of Chief Seattle

The Office of Indian Education Programs in the Bureau of Indian Affairs developed an Early Childhood/Parental Involvement Pilot Program for six sites in 1990. Later, the pilot was expanded to 22 sites and renamed the Family and Child Education (FACE) Program. This year, another ten programs were added for a total of 32 sites across eleven states. While two FACE sites participated in the EFF field development work, all 32 sites are expected to use EFF in their adult education component.

The Office of Indian Education established several goals for FACE programs:

- Establish family, school and community connections;
- Help adults gain motivation, knowledge and skills needed to become employed or pursue further education;
- Increase parents' participation in their children's learning and increase expectations of their children's achievements;
- Enhance the culture and language of the community; and
- Promote lifelong learning.

FACE is considered the "shining star" of Indian Education. Test results have shown that children who have participated in FACE score higher on standardized achievement tests than their counterparts. Parents who have been actively involved in FACE become familiar with the school setting. Seventy percent of FACE parents attend parent- teacher conferences compared to 60% of parents who do not participate in a FACE program. More importantly, 85% of participants continue to be involved with the school; some serve on school committees while others have run for school boards.

Though each program must meet the national family literacy guidelines, each must also reflect the local cultural traditions and values of the tribes that are represented in the program. Teachers in the two FACE programs who participated in the field development phases of EFF illustrate how the EFF framework is used to reflect local cultural values and traditions. They found that EFF concepts were consistent with the spirit of FACE and the complex tribal philosophies that are mirrored in their tribal symbols. However, both teachers warned that if EFF is to work within the American Indian FACE Programs, it must be viewed through Indian eyes. Doing so will bring together the wisdom of two worlds.

Jacquelyn Power, at the Blackwater Community School on the Gila River Reservation near Phoenix, uses the Man in the Maze, the tribal symbol of the Pima/Maricopa Indian Community to connect to EFF. Man moves through four areas, representing the four directions and depicting the human figure as he searches for entry, moves toward knowing and understanding, begins to teach others and explores the future.

Little Singer Community School Receives FACE Site Award

Little Singer Community School, which has been a FACE site since 1992, was named the Patsy Jones Outstanding FACE Site this past April. This award, named after Patsy Jones, the first FACE coordinator, recognizes a program that has met stringent criteria:

- Team work, since FACE programs must interact with five team members doing a variety of functions in the program;
- Strong leadership;
- Innovativeness;
- Program integration of the various components;
- Outside collaboration with community resources; and,
- Integration with the rest of the school of which the program is a part.

Debbie Lente-Jojola, Education Specialist/FACE coordinator, Office of Indian Education Programs, Bureau of Indian Affairs, commented on the Little Singer Community School's success:

"The program has done a wonderful job of collaborating with the community. Even during the winter, the staff and FACE participants worked with community members to strengthen their resources. Etta Shirley used EFF to help the adults see the types of literacy skills they were learning even while working in the community.

The Office of Indian Education requires that EFF be incorporated in all of our FACE training. EFF is not separate and distinct, but incorporated in all that we do. Like EFF, FACE believes that adults (and children) come to us with strengths. It is beautiful to see how adults can find themselves in EFF."

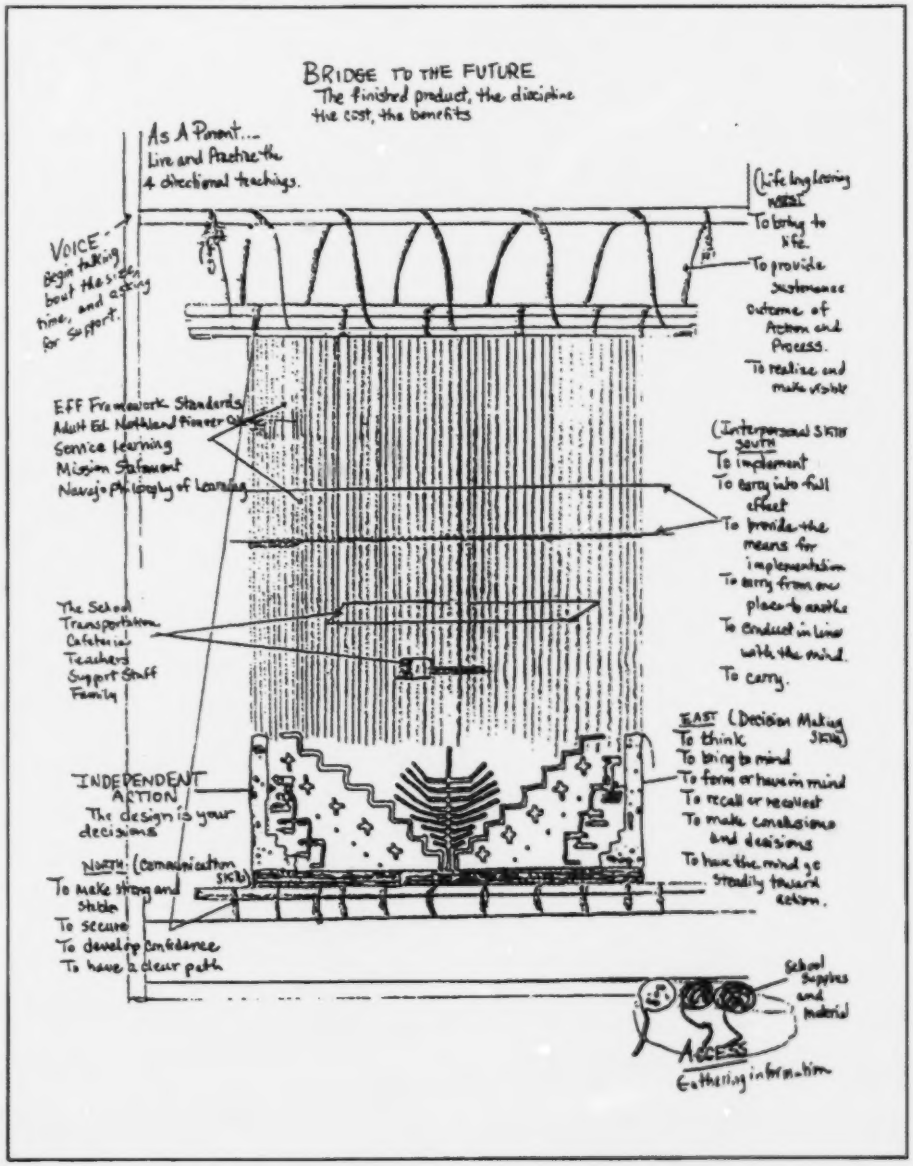
Jacquelyn's students saw the connection between these four areas, the EFF four purposes—Access to Information, Voice, Independent Action, and Bridge to the Future—and the four purposes for children:

- Introducing children to new information;
- Providing children with opportunities to make choices and make decisions;
- Encouraging independence and problem solving among children; and
- Supporting children's curiosity and delight in learning.

They looked at each project and lesson as part of a larger purpose, one that connected them to their ancestors as well as to the contemporary world.

Etta Shirley and her learners at the Little Singer Community School on the Navajo Reservation near Flagstaff noticed that the Navajo Philosophy of Learning correlates with the EFF framework:

- Seek ways to improve your immediate surrounding so that your teaching will reflect your knowledge from within. *(Access)*
- Be aware of what you say to others in a way that does not hurt anyone. Speak so that others can understand you and always be confident in your talk to all people. *(Voice)*
- Do not wait to be told what to do and how to do it; use your thinking abilities to make valuable decisions on how to do things on your own. *(Independent Action)*
- Watch your thoughts, your attitude, your existence for they are the essence of what you are molding—your child. *(Bridge to the Future)*



Adult learners from Little Singer Community School on the Navajo Reservation use EFF to weave together the wisdom of two worlds.

Once Etta's learners began to see the linkages, they were ready to take a closer look at the standards. They further linked the four EFF skill clusters—Communication, Decision-Making, Interpersonal, and Lifelong Learning—to the four Navajo "houses": north, south, east, and west. Because they were able to look at EFF through their own eyes, they can use the EFF Standards as they set and work toward their own personal goals. △

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About the EFF National Center

The Equipped for the Future National Center at the University of Maine was created in 1999 as the staff development, materials, and technical assistance center for EFF implementation. The EFF National Center's primary responsibility is to reach out and establish strong linkages with key partners, including adult education, family literacy, welfare to work, skill standards voluntary partnerships, and other workforce development systems, and to assure that these partners have the support needed to integrate EFF as part of their effort to deliver desired results. The activities of the EFF National Center include: develop a national network of certified EFF trainers; develop materials and products to support EFF adoption and use; provide customized training and technical assistance to the key customer systems; and support current EFF users.

Through its corps of national facilitators and on-going train-the-trainer institutes, the Center assures quality EFF staff development. If you are interested in discussing how EFF can work within your organization, scheduling EFF staff development training, or want to discuss EFF implementation in your state, agency, or organization, please contact Lisa Levinson, the EFF National Center Director, at 207-581-2402 ext. 17, or email her at LisaL595@aol.com. △

On-Line Resources

☐ ***LINCS*** is the NIFL's on-line connection to adult literacy information. Regional technology center staff is available to connect state and local organizations, practitioners, researchers, and learners. The site address is:
http://www.nifl.gov/lincs/
Also check out subject-organized resources at:
http://www.nifl.gov/lincs/collections

☐ **The Equipped for the Future Website** is a *LINCS* special collection. Visit this site to learn more about the EFF, the NIFL's standards-based system reform initiative. The EFF web site will provide you with information on such topics as: the history of EFF, The Content Framework and Standards, EFF publications, EFF resources, and EFF training events. The site address is:
http://www.nifl.gov/lincs/collections/eff

☐ **The Equipped for the Future Online Discussion List** features targeted discussion about the EFF initiative. Subscribe to the discussion, or read the archived messages for this and previous years. This online forum is the logical place to turn for EFF information and resources, and to join in the ongoing conversation about EFF by people using EFF. The site address is:
http://www.nifl.gov/lincs/discussions/nifl-4eff/equipped_for_future.html
You can also subscribe to the list by sending an e-mail message to:
listproc@literacy.nifl.gov (leave the subject line blank). In the body of the message type: **Subscribe NIFL-4EFF your first name your last name**.

☐ **Equipped for the Future Publications** may be ordered from the ED Pubs Clearinghouse. EFF publications are free of charge, unless otherwise noted. On-line versions of the documents can be accessed directly, including the EFF Content Standards, the EFF Voice Newsletter, the EFF Assessment Report, and the EFF Evaluation Report. For the complete list of EFF publications and products, go to: **http://www.nifl.gov/lincs/collections/eff/eff_publications.html**

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